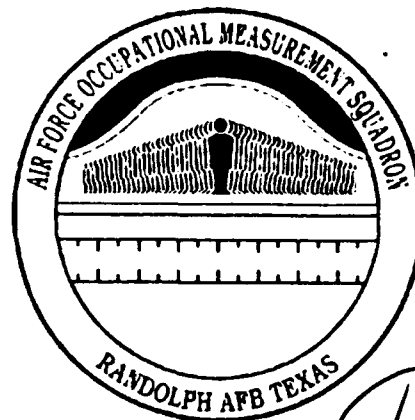


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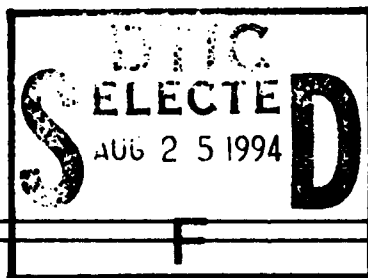


UNITED STATES  
AIR FORCE



1

# OCCUPATIONAL SURVEY REPORT



HISTORIAN

AFSC 3H0X1  
(FORMERLY AFSC 792X2)

AFPT 90-792-992

MAY 1994

OCCUPATIONAL ANALYSIS PROGRAM  
AIR FORCE OCCUPATIONAL MEASUREMENT SQUADRON  
AIR EDUCATION and TRAINING COMMAND  
1550 5th STREET EAST  
RANDOLPH AFB, TEXAS 78150-4449

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## **PREFACE**

This report presents the results of a detailed Air Force Occupational Survey of the Historian career ladder Air Force Specialty Code (AFSC) 3H0X1, (formerly 792X2). Authority for conducting occupational surveys is contained in AFI 36-2623. Computer products, upon which this report is based, are available for the use of operations and training officials.

The survey instrument was developed by Lieutenant Glenn Mayes, Inventory Development Specialist, with computer programming support furnished by Rebecca Hernandez. Ms Tamme Lambert provided administrative support. Second Lieutenant Aaron S. Quinichett, Occupational Analyst, analyzed the data and wrote the final report. This report has been reviewed and approved by Major Randall C. Agee, Chief, Airman Analysis Section, Occupational Analysis Flight, Air Force Occupational Measurement Squadron (AFOMS).

Copies of this report are distributed to Air Staff sections, major commands, and other interested training and management personnel. Additional copies are available upon request to the Air Force Occupational Measurement Squadron, Attention: Chief, Occupational Analysis Flight (OMY), 1550 5th Street East, Randolph AFB TX 78150-4449 (DSN 487-6623).

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## SUMMARY OF RESULTS

1. Survey Coverage: The Historian career ladder was surveyed to evaluate changes in the career ladder and to obtain current task and equipment data for use in evaluating current training programs. Survey results are based on responses from 88 respondents (67 percent of the total assigned personnel selected for survey).
2. Specialty Jobs: One job was identified in the sample. This one job was directly involved in performing general historian duties that require the recording, research, and maintenance of historical publications and references pertaining to the Air Force and its various commands and agencies.
3. Career Ladder Progression: Personnel at the 5-, 7-, 9-, and chief enlisted manager (CEM) skill levels, perform many tasks in common, and these groups spend the vast majority of their relative job time performing historian tasks. While 7-skill level members still perform a substantial amount of routine day-to-day historian duties, a shift toward supervisory functions is evident. Increased supervisory responsibilities are even more apparent at the 9- and CEM-skill levels.
4. AFMAN 36-2108 Specialty Descriptions: All descriptions accurately depict the nature of the respective skill levels across the Historian career ladder.
5. Training Analysis: The Specialty Training Standard (STS) is well supported by survey data, due to the extreme homogeneity that exists in the career ladder.
6. Implications: Despite changes to AFSC 3H0X1 (formerly 792X2), the Historian career ladder remains extremely homogenous. According to the training manager, a formal 3-skill level awarding course will be in operation in time for the July-August 1994 class.

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**OCCUPATIONAL SURVEY REPORT (OSR)  
HISTORIAN CAREER LADDER  
AFSC 3H0X1  
(Formerly AFSC 792X2)**

**INTRODUCTION**

This is a report of an occupational survey of the Historian career ladder completed by the Air Force Occupational Measurement Squadron. This survey was performed as a part of the 5-year analysis cycle to ensure currency of the occupational survey database. There is also a need to evaluate the impact of changes due to making a separate Historian career ladder, which was formerly an independent job in the Public Affairs career ladder.

**Background**

As described in AFMAN 36-2108 Specialty Descriptions, dated 30 April 1991, personnel in this career ladder are responsible for performing historical research, collecting and organizing source materials, attending staff meetings and conferences, interviewing key personnel, writing narrative histories, maintaining historical reference collections, and providing research assistance to commanders, staffs, and higher headquarters.

Primary entry into this lateral career ladder is as a 5-skill level from any other AFSC. All historians attend the Unit Historian Development course, MLMDC900, which is conducted at Maxwell AFB AL. The course provides instruction pertaining to historical services (such as unit lineage, honors, and emblems); preparation and writing of unit, contingency, or other historical reports; historian duties in wartime or contingency operations; and historical office administration and archives management. Currently, students are required to successfully compile a contingency report and write a historical study.

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## **SURVEY METHODOLOGY**

### **Inventory Development**

The data collection instrument for this occupational survey was USAF Job Inventory (JI) Air Force Personnel Test (AFPT) 90-792-992, dated August 1992. A tentative task list was prepared after reviewing pertinent career ladder publications and directives, tasks from the previous survey instrument, and data from the last OSR. The preliminary task list was refined and validated through personal interviews with 12 subject-matter experts (SMEs) at the following operational bases:

<b><u>BASE</u></b>	<b><u>REASON FOR VISIT</u></b>
Maxwell AFB AL	Unit Development Historian course
Offutt AFB NE	MA ICOM-level and Wing-level History office
Scott AFB IL	Two MAJCOM-level and a Wing-level History office
Randolph AFB TX	AETC representative with a MAJCOM and Wing-level History office
Bergstrom AFB TX	ACC representative
Kelly AFB TX	AFMC representative

The resulting JI contained a comprehensive listing of 218 tasks grouped under 9 duty headings and a background section requesting such information as grade, duty title, organizational unit assigned, and special tools or equipment used or operated.

### **Survey Administration**

From February through July 1993, Military Personnel Flights (MPF) at operational units worldwide administered the inventory to military job incumbents holding DAFSCs 3H051, 3H071 and 3H091/3H000. Job incumbents were selected from a computer-generated mailing list obtained from personnel data tapes maintained by the Armstrong Laboratory/Human Resources Directorate (AL/HRD).

Each individual who completed the inventory first completed an identification and biographical information section, and then checked each task performed in their current job. After checking all tasks performed, each member then rated each of these tasks on a 9-point scale, showing relative time spent on that task, as compared to all other tasks checked. The ratings ranged from 1 (very small amount time spent) through 5 (about average time spent) to 9 (very large amount spent).

To determine relative time spent for each task checked by a respondent, all of the incumbent's ratings are assumed to account for 100 percent of his or her time spent on the job and are summed together. Each task rating is then divided by the total task ratings and multiplied by 100 to provide a relative percentage of time for each task. This procedure provides a basis for comparing tasks in terms of both percent members performing and average percent time spent.

### Survey Sample

Personnel were selected to participate in this survey so as to ensure an accurate representation across military paygrade groups and major commands. All eligible AFSC 3H0X1 personnel were mailed survey booklets. The 88 respondents in the final sample represent 56 percent of the total assigned personnel and 67 percent of the total personnel surveyed. Table 1 reflects the MAJCOM distribution for these AFSC 3H0X1 personnel. Table 2 displays the paygrade distribution of the sample. As reflected in these tables, the survey sample is a satisfactory representation of the career ladder population.

### Task Factor Administration

While most participants in the survey process completed a JI, selected senior AFSC 3H0X1 personnel were asked to complete booklets rendering judgments on task training emphasis (TE) or task difficulty (TD). The TE and TD booklets were processed separately from the JIs. The information gained from these task factor data is used in various analyses and is a valuable part of the training decision process.

Task Difficulty (TD). TD is defined as an estimate of how much time the average airman needs to learn how to perform each task satisfactorily. Thirteen experienced supervisors rated the difficulty of the tasks in the inventory using a 9-point scale ranging from one (easy to learn) to nine (very difficult to learn). Interrater agreement for these 144 raters was also acceptable. TD ratings are normally adjusted so tasks of average difficulty have a value of 5.00 and a standard deviation of 1.00. Any task with a difficulty of 6.00 or greater is considered to be difficult to learn.

Training Emphasis (TE). TE is defined as how important it is for first-assignment personnel to receive structured training on each task to perform it successfully. Structured training is defined as training provided by resident technical schools, field training detachments, mobile training teams, formal on-the-job training (OJT), or any other organized training method. Fifteen

**TABLE 1**  
**MAJCOM REPRESENTATION IN SAMPLE**

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
USAFE	12	14
AETC	6	4
PACAF	9	11
AFSOC	2	3
ACC	39	32
AMC	15	17
AFMC	5	8
AFSPACECOM	3	3
ELM	2	2
OTHER	6	9
TOTAL ASSIGNED	=	130
TOTAL SURVEYED	=	115
TOTAL IN SAMPLE	=	88
PERCENT OF ASSIGNED IN SAMPLE	=	68%
PERCENT OF SURVEYED IN SAMPLE	=	77%

**TABLE 2**  
**PAYGRADE DISTRIBUTION OF SAMPLE**

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
E-4	14	15
E-5	31	30
E-6	25	25
E-7	22	20
E-8	5	5
E-9	4	5

experienced NCOs rated tasks in the inventory on a 10-point scale ranging from 0 (not important to train) to 9 (extremely important to train). Overall agreement among the raters was acceptable. However, in some areas of the inventory, the degree of agreement among raters was insufficient to be reportable. For tasks where an unacceptable level of disagreement exists, respondents ratings are suppressed and asterisks appear in printouts in place of numerical ratings. The average TE rating for tasks in this survey is 3.81, with a standard deviation of 2.01. Tasks with a TE rating of 5.82 or greater are considered to be important to train.

### **SPECIALTY JOBS (Career Ladder Structure)**

A USAF Occupational Analysis begins with an examination of the career ladder structure. The structure of jobs within the Historian career ladder was examined on the basis of similarity of tasks performed and the percent of time spent ratings provided by job incumbents, independent of other specialty background factors.

Each individual in the sample performs a set of tasks called a *Job*. The first step in the analysis process is to identify the career ladder structure in terms of jobs respondents perform. Comprehensive Occupational Data Analysis Programs (CODAP) assist by creating a job description for each respondent based on the tasks performed and relative amount of time spent on the tasks. The CODAP hierarchical clustering program then compares all individual job descriptions, locates those descriptions with the most similar tasks and time spent ratings, and combines them to form a job group. In successive stages, new members are added to the initial group, or new groups are formed based on the similarity of tasks performed and time ratings. This process continues until all respondents possible are included in a group.

#### **Overview of Specialty Jobs**

Structure analysis identified only one job within the survey sample. Based on task similarity and relative time spent, the one job performed by AFSC 3H0X1 personnel is described below. The stage (ST) number shown beside the title is a reference to computer-printed information; the number of personnel in this stage (N) is also shown. Table 3 presents the relative time spent on duties by members of this job. Selected background data are provided in Table 4. Representative tasks are contained in Appendix A.

**TABLE 3**

**AVERAGE PERCENT TIME SPENT ON DUTIES BY CAREER LADDER \***

<b><u>DUTIES</u></b>	<b><u>HISTORIAN (STG4)</u></b>
<b>A ORGANIZING AND PLANNING</b>	<b>6</b>
<b>B DIRECTING AND IMPLEMENTING</b>	<b>3</b>
<b>C INSPECTING AND EVALUATING</b>	<b>6</b>
<b>D TRAINING</b>	<b>1</b>
<b>E PERFORMING ADMINISTRATIVE FUNCTIONS</b>	<b>8</b>
<b>F PERFORMING GENERAL HISTORIAN FUNCTIONS</b>	<b>19</b>
<b>G WRITING AND EDITING HISTORICAL MATERIALS</b>	<b>11</b>
<b>H COLLECTING AND PREPARING HISTORICAL MATERIALS</b>	<b>37</b>
<b>I MAINTAINING HISTORICAL MATERIALS</b>	<b>9</b>

\* Columns may not add up to 100 percent due to rounding



**TABLE 4****SELECTED BACKGROUND DATA FOR 3H0X1 CAREER LADDER JOBS**

	<u>HISTORIANS</u>
NUMBER IN GROUP	85
PERCENT OF SAMPLE	97%
<hr/>	
DAFSC DISTRIBUTION	
3H051	31%
3H071	62%
3H091	6%
3H000	4%
<hr/>	
PAYGRADE DISTRIBUTION	
E-4	15%
E-5	31%
E-6	24%
E-7	21%
E-8	5%
E-9	5%
<hr/>	
AVERAGE NUMBER OF TASKS PERFORMED	122
AVERAGE MONTHS TAFMS	168
PERCENT 1-48 TICF	31%
PERCENT SUPERVISING	9%

**HISTORIANS JOB (ST0004).** The 85 enlisted personnel forming this job (97 percent of the sample) are responsible for collecting, preparing, maintaining, writing and editing historical materials. These functions account for 77 percent of their job time. Personnel performing this job consist of all skill levels (5-, 7-, 9-, CEM) and paygrades. However, the data do show a preponderance of 7-skill level members (53) among the 85 respondents. Respondents in this job perform the following representative tasks

- write historical narratives
- prepare footnotes or endnotes for historical publications
- prepare draft copies of historical publications
- edit historical narratives
- maintain historical archives
- research read files for historically significant documents

#### **Comparison of Current Job Description to Previous Survey Findings**

The results of the specialty job analysis were incompatible with those of OSR AFPT 90-791-476, Public Affairs career ladder (AFSC 791X0/1/2) dated September 1985. After reviewing the tasks comprising the independent job group of Historians identified in the 1985 survey report, the data of the present AFSC 3H0X1 career ladder are too incongruent to be quantitatively compared to similar jobs in the previous study. However, the job description of the Historian is essentially the same as the Historian job description of the 1985 survey.

### **ANALYSIS OF DAFSC GROUPS**

An analysis of DAFSC groups, in conjunction with the analysis of the career ladder structure, is an important part of each occupational survey. The DAFSC analysis identifies differences in tasks performed at the various skill levels. This information may then be used to evaluate how well career ladder documents, such as the Career Field Education and Training Plan (CFETP), AFMAN 36-2108, Specialty Descriptions, and the Specialty Training Standard (STS), reflect what career ladder personnel are actually doing in the field.

The distribution of skill-level groups across the career ladder of the job was not displayed in table form since all skill-level members perform the same job; however, Table 5 offers another perspective by displaying the relative percent time spent on each duty across the skill-level groups. A typical pattern of progression is present, with personnel spending more of their relative time on duties involving supervisory, managerial, and training tasks as they move upward toward the 7-, 9-, and CEM-skill level. It is also obvious that 7-, 9-, and CEM-skill level personnel are still involved with routine historian tasks, as will be pointed out in the specific skill-level group discussions below.

TABLE 5

**TIME SPENT ON DUTIES BY MEMBERS OF SKILL-LEVEL GROUPS  
(RELATIVE PERCENT OF JOB TIME)\***

<u>DUTIES</u>	<u>3H051</u> <u>(N=26)</u>	<u>3H071</u> <u>(N=53)</u>	<u>3H091</u> <u>(N=5)</u>	<u>3H000</u> <u>(N=4)</u>
A ORGANIZING AND PLANNING	4	6	6	7
B DIRECTING AND IMPLEMENTING	2	3	3	4
C INSPECTING AND EVALUATING	5	5	8	12
D TRAINING	**	1	1	2
E PERFORMING ADMINISTRATIVE AND SUPPLY FUNCTIONS	8	8	9	8
F PERFORMING GENERAL HISTORIAN FUNCTIONS	19	20	20	17
G WRITING AND EDITING HISTORICAL MATERIALS	11	10	10	13
H COLLECTING AND PREPARING HISTORICAL MATERIALS	40	36	31	28
I MAINTAINING HISTORICAL MATERIALS	10	9	11	8

\* Denotes less than 1 percent

\*\* Columns may not add up to 100 percent due to rounding

### Skill-Level Descriptions

DAFSC 3H051. The 26 members report holding the 5-skill level representing 30 percent of the survey sample, and spend over 77 percent of their relative duty time preparing, collecting, maintaining and writing historical materials. These duties deal with the performance of tasks directly related to historical research, references, and publications. Tasks involving general administrative functions, such as maintaining administrative files and unit history files, account for an additional 8 percent of their duty time. Table 6 displays representative tasks performed by the highest percentages of these members. The bulk of these tasks deals with writing and preparing historical materials and narratives, as well as other general historical activities.

DAFSC 3H071. Representing 62 percent of the survey sample, these 53 NCOs have a broader job than 5-skill levels, as they perform 57 tasks that account for 83 percent of their relative job time. However, members of the 7-skill level personnel perform many tasks in common with 5-skill level personnel. Table 7 reflects this task similarity between 5-skill level and 7-skill level members. As with most specialties, first-line supervisors perform a mixture of technical and supervisory tasks. This is reflected in Table 8, which shows the differences between the 5-skill level and 7-skill level groups.

DAFSC 3H091/39000. Representing 11 percent of the survey sample, these nine senior NCOs spend 70 percent of their duty time preparing, writing, and evaluating historical materials. Members report spending 20 percent of their duty time on the usual supervisory, managerial, and training duties. They are also represented as performing the same tasks as all the other skill levels in the career ladder to a lesser degree. These similarities and differences are reflected in Tables 9 and 10, respectively.

### Summary

All skill-level members perform many tasks in common, and all groups spend the vast majority of their relative job time performing general historian functions. While the 7-, 9-, CEM-skill levels are still performing some general historian functions, they spend the majority of their relative job time in the supervisory role.

TABLE 6

## REPRESENTATIVE TASKS PERFORMED BY DAFSC 3H051 PERSONNEL

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING (N=26)</u>
G152 WRITE HISTORICAL NARRATIVES	100
H175 PREPARE FOOTNOTES OR ENDNOTES FOR HISTORICAL PUBLICATIONS	100
H172 PREPARE DOCUMENTS FOR INCLUSION IN SUPPORTING DOCUMENT VOLUMES	100
H169 PREPARE APPROPRIATE SECURITY NOTICES FOR HISTORICAL PUBLICATIONS	100
E93 MAINTAIN HISTORICAL SERVICES OR QUERIES LOGS	100
F103 ARRANGE FOR MAILING OR SHIPMENT OF UNIT HISTORIES	100
H173 PREPARE DRAFT COPIES OF HISTORICAL PUBLICATIONS	96
H159 ASSEMBLE HISTORICAL NARRATIVE AND SUPPORTING DOCUMENT VOLUMES	96
H156 APPLY PROPER SECURITY MARKINGS OR ADMINISTRATIVE CAVEATS TO INDIVIDUAL PARAGRAPHS OR PAGES	96
H168 PREPARE APPENDICES OF HISTORICAL PUBLICATIONS	96
H195 RESEARCH ORGANIZATIONAL FILES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	96
H196 RESEARCH READ FILES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	96
H163 DRAFT CHARTS OR GRAPHS TO ILLUSTRATE HISTORICAL DATA	96
I218 RETRIEVE HISTORICAL MATERIALS FROM ARCHIVES	96
I213 MAINTAIN HISTORICAL ARCHIVES	96
H166 MARK VOLUMES WITH OVERALL CLASSIFICATION, DOWNGRADES, DECLASSIFICATION, OR SPECIAL HANDLING INSTRUCTIONS	96
H201 TAKE NOTES AT SIGNIFICANT MEETINGS, SUCH AS POLICY OR CORRECTIVE ACTION MEETINGS	96
F107 COORDINATE EMBLEM REQUESTS WITH UNIT OR OTHER AGENCY PERSONNEL	96
H174 PREPARE FINAL COPIES OF HISTORICAL PUBLICATIONS	92
G148 RESEARCH FILES OR LIBRARIES FOR INFORMATIONAL MATERIALS	92
H199 SELECT DOCUMENTS FOR USE IN PREPARING HISTORICAL PUBLICATIONS	92
E97 MAINTAIN UNIT HISTORY RESEARCH FILES	92
H174 PREPARE FINAL COPIES HISTORICAL PUBLICATIONS	92
H202 VERIFY AUTHENTICITY OR PERTINENCE OF SUPPORTING DOCUMENTS	92
H170 PREPARE CHRONOLOGIES FOR HISTORICAL PUBLICATIONS	92
H183 PREPARE LISTS OF SUPPORTING DOCUMENTS OR BIBLIOGRAPHIES FOR HISTORICAL PUBLICATIONS	92
F138 SAFEGUARD OR SECURE CLASSIFIED MATERIALS	92
I208 FILE HISTORICAL MATERIALS INTO ARCHIVES	92
E90 MAINTAIN ADMINISTRATIVE FILES	92
H162 DETERMINE SECURITY CLASSIFICATIONS OF HISTORICAL PUBLICATIONS BASED ON DOCUMENTS USED	92

TABLE 7

## REPRESENTATIVE TASKS PERFORMED BY DAFSC 3H071 PERSONNEL

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING (N=53)</u>
H191 RESEARCH ARCHIVES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	100
G152 WRITE HISTORICAL NARRATIVES	96
H160 CONDUCT INTERVIEWS TO SUPPLEMENT HISTORICAL MATERIALS	96
H156 APPLY PROPER SECURITY MARKINGS OR ADMINISTRATIVE CAVEATS TO INDIVIDUAL PARAGRAPHS OR PAGES	96
H195 RESEARCH ORGANIZATIONAL FILES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	94
H199 SELECT DOCUMENTS FOR USE IN PREPARING HISTORICAL PUBLICATIONS	94
F138 SAFEGUARD OR SECURE CLASSIFIED MATERIALS	94
I208 FILE HISTORICAL MATERIALS INTO ARCHIVES	94
F136 RESPOND TO LINEAGE AND HONOR QUESTIONS	94
F105 COLLECT SLIDES, PHOTOGRAPHS, AND NEGATIVES	94
F121 MAINTAIN SLIDES, PHOTOGRAPHS, OR NEGATIVES	94
H196 RESEARCH ORGANIZATIONAL FILES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	92
H175 PREPARE FOOTNOTES OR ENDNOTES FOR HISTORICAL PUBLICATIONS	92
H173 PREPARE DRAFT COPIES OF HISTORICAL PUBLICATIONS	92
I218 RETRIEVE HISTORICAL MATERIALS FROM ARCHIVES	92
H200 SELECT TOPICS FOR COVERAGE IN HISTORICAL PUBLICATIONS	92
E93 MAINTAIN HISTORICAL SERVICES OR QUERIES LOGS	92
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H185 PREPARE OR WRITE INTERVIEW QUESTIONS	92
H182 PREPARE LISTS OF ILLUSTRATIONS FOR HISTORICAL PUBLICATIONS	92
H177 PREPARE FRONT COVERS OR BACK COVERS FOR HISTORICAL REPORTS	92
H186 PREPARE TABLES OF CONTENT FOR HISTORICAL PUBLICATIONS	92
G144 EDIT HISTORICAL NARRATIVES	90
H174 PREPARE FINAL COPIES OF HISTORICAL PUBLICATIONS	90
H172 PREPARE DOCUMENTS FOR INCLUSION IN SUPPORTING DOCUMENT VOLUMES	90
H168 PREPARE APPENDICES FOR HISTORICAL PUBLICATIONS	90
H201 TAKE NOTES AT SIGNIFICANT MEETINGS, SUCH AS POLICY OR CORRECTIVE ACTION MEETINGS	90

TABLE 8

TASKS WHICH BEST DIFFERENTIATE BETWEEN  
DAFSC 3H051 AND DAFSC 3H071 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

<u>TASKS</u>	<u>3H051</u> <u>(N=26)</u>	<u>3H071</u> <u>(N=53)</u>	<u>DIFFERENCE</u>
A12 ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OIs), OR STANDARD OPERATING PROCEDURES (SOPs)	19	56	-37
B23 COUNSEL PERSONNEL ON PERSONAL OR MILITARY-RELATED PROBLEMS	0	30	-30
A7 DRAFT BUDGET OR FINANCIAL REQUIREMENTS	19	49	-29
A18 PREPARE OFFICE EMERGENCY PLANS	23	53	-29
C71 WRITE STAFF STUDIES, SURVEYS, OR SPECIAL REPORTS, OTHER THAN TRAINING REPORTS	31	60	-29
G143 DEVELOP INFORMATION MATERIALS FOR PUBLICATIONS, SUCH AS FACT SHEETS, SPEECHES, OR BIOGRAPHIES	46	71	-25
A22 WRITE JOB DESCRIPTIONS	11	36	-24
C52 EVALUATE OFFICE EMERGENCY PLANS OR PROCEDURES	11	36	-24
F124 OPERATE SLIDE PROJECTORS	26	50	-24

TABLE 9

## REPRESENTATIVE TASKS PERFORMED BY 3H091/3H000 PERSONNEL

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING (N=9)</u>
E102 WRITE GENERAL CORRESPONDENCE, SUCH AS LETTERS, POINT PAPERS, OR STAFF SUMMARY SHEETS	100
E93 MAINTAIN HISTORICAL SERVICES OR QUERIES OR LOGS	100
F138 SAFEGUARD OR SECURE CLASSIFIED MATERIALS	100
H162 DETERMINE SECURITY CLASSIFICATIONAS OF HISTORICAL PUBLICATIONS BASED ON DOCUMENTS USED	100
F114 DETERMINE INDIVIDUALS' NEED-TO-KNOW CLASSIFIED INFORMATION	100
I206 DESTROY CLASSIFIED DOCUMENTS	100
H156 APPLY PROPER SECURITY MARKINGS OR ADMINISTRATIVE CAVEATS TO INDIVIDUAL PARAGRAPHS OR PAGES	100
G152 WRITE HISTORICAL NARRATIVES	89
I218 RETRIEVE HISTORICAL MATERIALS FROM ARCHIVES	89
H191 RESEARCH ARCHIVES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	89
G148 RESEARCH FILES OR LIBRARIES FOR INFORMATIONAL MATERIALS	89
C66 REVIEW HISTORICAL REPORTS FOR COMPLETENESS OR CLARITY	89
I207 EVALUATE INDIVIDUAL REQUESTS FOR HISTORICAL INFORMATION	89
H175 PREPARE FOOTNOTES OR ENDNOTES FOR HISTORICAL PUBLICATIONS	89
E100 PREPARE REQUESTS FOR ADMINISTRATIVE, TECHNICAL, OR HISTORICAL INFORMATION	89
H199 SELECT DOCUMENTS FOR USE IN PREPARING HISTORICAL PUBLICATIONS	89
G141 CHECK EDITORIAL STYLES USING AIR FORCE OR MAJCOM HISTORICAL DIRECTIVES	89
G142 CHECK FORMATS OF HISTORIES USING AIR FORCE OR MAJCOM HISTORICAL DIRECTIVES	89
C65 REVIEW DRAFTS OF CHAPTERS, MANUSCRIPTS, OR TECHNICAL PAPERS	89
H195 RESEARCH ORGANIZATIONAL FILES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	89
H163 DRAFT CHARTS OR GRAPHS TO ILLUSTRATE HISTORICAL DATA	89
H202 VERIFY AUTHENTICITY OR PERTINENCE OF SUPPORTING DOCUMENTS	89
G144 EDIT HISTORICAL NARRATIVES	89



TABLE 10

TASKS WHICH BEST DIFFERENTIATE BETWEEN  
DAFSC 3H071 AND DAFSC 3H091/00 PERSONNEL  
(PERCENT MEMBERS PERFORMING)

<u>TASKS</u>	<u>3H071 (N=53)</u>	<u>3H091/00 (N=9)</u>	<u>DIFFERENCE</u>
F105 COLLECT SLIDES, PHOTOGRAPHS, OR NEGATIVES	94	44	50
G154 WRITE SPECIAL COLUMNS OR HISTORICAL ARTICLES FOR BASE PUBLICATIONS	70	22	48
I205 BIND HISTORICAL PUBLICATIONS	85	44	41
F124 OPERATE SLIDE PROJECTORS	51	11	40
F121 MAINTAIN SLIDES, PHOTOGRAPHS, OR NEGATIVES	94	56	38
F127 OPERATE VIDEO EQUIPMENT	38	00	38
<hr/>			
C47 EVALUATE HISTORY PRODUCTS FOR AWARDS	6	56	-50
C44 CRITIQUE SPECIAL STUDIES, MONOGRAPHS, OR EXPANDED CHRONOLOGIES	8	56	-48
A1 ASSIGN PERSONNEL TO DUTY POSITIONS	4	44	-40
B26 DRAFT DIRECTIVES OR SUPPLEMENTS TO EXISTING DIRECTIVES,	15	55	-40
B33 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR	17	55	-38
G145 EDIT SPECIAL STUDIES, MONOGRAPHS, OR EXPANDED CHRONOLOGIES	55	89	-34
G151 WRITE CRITIQUES OF SUBORDINATE UNIT HISTORIES	11	44	-33

## **ANALYSIS OF AFMAN 36-2108 SPECIALTY DESCRIPTIONS**

Survey data were compared to the final draft of AFMAN 36-2108 Specialty Descriptions for the Historian career ladder dated 1 October 1993. The descriptions accurately reflected the work Historian personnel perform.

### **TRAINING ANALYSIS**

Occupational survey data are one of the many sources of information that can be used to assist in the development of a training program relevant to the needs of personnel in their first assignment. Factors which may be used in evaluating training include the overall description of the job being performed by first-assignment personnel and their overall distribution across career ladder jobs, percentages of first-job (1-24 months' TICF) or first-enlistment (1-48 months' TICF) members performing specific tasks or using certain equipment or tools, as well as TE and TD ratings (previously explained in the SURVEY METHODOLOGY section).

#### **First-Assignment Personnel**

In this study, there are 27 members in their first assignment (1-48 months' TICFs), representing 32 percent of the total survey sample. Table 11 shows that first-assignment members are mainly involved in drafting, preparing, and collecting historical publications and materials. Table 12 displays some of the representative tasks performed by the group. Tables 11 and 12 make the point that these first-assignment personnel perform the same job from the most general administrative functions to the typical historian's functions.

#### **Training Emphasis (TE) and Task Difficulty (TD) Data**

TE and TD data are secondary factors that can assist technical school personnel in deciding which tasks should be emphasized in entry-level training. These ratings, based on the judgment of senior career ladder NCOs working at operational units in the field, are collected to provide training personnel with a rank-ordering of those tasks in the JI considered important for formal training (TE), along with a measure of the difficulty of the JI tasks (TD). When combined with data on the percentages of first-job personnel performing tasks, comparisons can then be made to determine if training adjustments are necessary. For example, tasks receiving high ratings on both task factors, accompanied by moderate to high percentages performing, may warrant

TABLE 11  
RELATIVE PERCENT OF TIME SPENT ACROSS DUTIES BY  
FIRST JOB AFSC 3H0X1 PERSONNEL\*

<u>DUTIES</u>	<u>PERCENT TIME SPENT</u>
A ORGANIZING AND PLANNING	6
B DIRECTING AND IMPLEMENTING	2
C INSPECTING AND EVALUATING	5
D TRAINING	**
E PERFORMING ADMINISTRATIVE FUNCTIONS	10
F PERFORMING GENERAL HISTORIAN FUNCTIONS	20
G WRITING AND EDITING HISTORICAL MATERIALS	10
H COLLECTING AND PREPARING HISTORICAL MATERIALS	37
I MAINTAINING HISTORICAL MATERIALS	10

\* Denotes less than 1 percent

\*\* Columns may not add up to 100 percent due to rounding

TABLE 12

**REPRESENTATIVE TASKS PERFORMED BY  
FIRST-ENLISTMENT 3H0X1 PERSONNEL**

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING (N=27)</u>
G152 WRITE HISTORICAL NARRATIVES	100
H175 PREPARE FOOTNOTES OR ENDNOTES FOR HISTORICAL PUBLICATIONS	100
H172 PREPARE DOCUMENTS FOR INCLUSION IN SUPPORTING DOCUMENT VOLUMES	100
H156 APPLY PROPER SECURITY MARKINGS OR ADMINISTRATIVE CAVEATS TO INDIVIDUAL PARAGRAPHS OR PAGES	100
E93 MAINTAIN HISTORICAL SERVICES OR QUERIES LOGS	100
F136 RESPOND TO LINEAGE AND HONORS QUESTIONS	100
H173 PREPARE DRAFT COPIES OF HISTORICAL PUBLICATIONS	96
H199 SELECT DOCUMENTS FOR USE IN PREPARING HISTORICAL PUBLICATIONS	96
H159 ASSEMBLE HISTORICAL NARRATIVE AND SUPPORTING DOCUMENT VOLUMES	96
I213 MAINTAIN HISTORICAL ARCHIVES	96
H160 CONDUCT INTERVIEWS TO SUPPLEMENT HISTORICAL MATERIALS	96
H202 VERIFY AUTHENTICITY OR PERTINENCE OF SUPPORTING DOCUMENTS	96
F138 SAFEGUARD OR SECURE CLASSIFIED MATERIALS	96
H163 DRAFT CHARTS OR GRAPHS TO ILLUSTRATE HISTORICAL DATA	96
F107 COORDINATE EMBLEM REQUESTS WITH UNIT OR OTHER AGENCY PERSONNEL	96
F121 MAINTAIN SLIDES, PHOTOGRAPHS, OR NEGATIVES	96
H168 PREPARE APPENDICES FOR HISTORICAL PUBLICATIONS	96
E97 MAINTAIN UNIT HISTORY RESEARCH FILES	92
H196 RESEARCH READ FILES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	92
H195 RESEARCH ORGANIZATIONAL FILES FOR HISTORICALLY SIGNIFICANT DOCUMENTS	92
H174 PREPARE FINAL COPIES OF HISTORICAL PUBLICATIONS	88
F116 ESTABLISH POINTS OF CONTACT (POCs) FOR HISTORICAL RESEARCH	88
I218 RETRIEVE HISTORICAL MATERIALS FROM ARCHIVES	88
E100 PREPARE REQUESTS FOR ADMINSTRATIVE, TECHNICAL, OR HISTORICAL INFORMATION	85
G142 CHECK FORMATS OF HISTORIES USING AIR FORCE OR MAJCOM HISTORICAL DIRECTIVES	85

resident training. Those tasks receiving high task factor ratings, but low percentages performing, may be more appropriately planned for OJT programs within the career ladder. Low task factor ratings may highlight tasks best omitted from training for first-assignment personnel, but this decision must be weighed against percentages of personnel performing the tasks, command concerns, and criticality of the tasks.

To assist technical school personnel, AFOMS has developed a computer program that incorporates these secondary factors and the percentage of first-assignment personnel performing each task to produce an Automated Training Indicator (ATI) for each task. These indicators correspond to training decisions listed and defined in the Training Decision Logic table found in Attachment 1, AETCR 52-22, and allow course personnel to quickly focus their attention on those tasks which are most likely to qualify for ABR course consideration.

Sample tasks having the highest enlisted TE ratings are listed in Table 13. Most of these tasks involve the preparation of historical materials performed by high percentages of first-job and first-assignment AFSC 3H0X1 personnel.

Tasks with the highest TD ratings are listed in Table 14. These deal with the writing and evaluation of historical materials and are performed by fairly high percentages of AFSC 3H0X1 personnel.

#### Specialty Training Standard (STS)

To assist specifically in evaluation of the STS, technical school personnel from AFHRA/RSO, Maxwell AFB AL, matched JI tasks to appropriate paragraphs and subparagraphs of the STS. A complete computer listing displaying the STS, the percent member performing matched tasks, and TE and TD ratings for each task was made available to the technical school for their use in a detailed review of the STS for future Utilization & Training Workshops (U&TW). A summary of this information is presented below.

A comprehensive review of STS 792X2, dated September 1986, compared STS items to survey data (based on the previously mentioned assistance from technical school personnel in matching job inventory tasks to STS elements). STS paragraphs containing general knowledge information, mandatory entries, and basic supervisory responsibilities were not examined. Task knowledge and performance elements of the STS were compared against the standard set forth in AFR 8-13 (dated 1 August 1986) and AETCR 52-22, paragraph 3b (2) (i.e., STS paragraphs matched to tasks performed by 20 percent first-assignment, 5-skill level, or 7-skill level respondents should be retained).

Overall, the STS provides comprehensive coverage of the work performed by personnel in this career ladder. The fact that most elements had high percentages of skill-level groups performing matched tasks supported the retention of all STS paragraphs.

TABLE 13

## TASKS WITH HIGHEST TRAINING EMPHASIS RATINGS

<u>TASKS</u>	<u>TNG</u>	<u>EMP</u>	PERCENT MEMBERS PERFORMING	<u>1ST</u>	<u>JOB</u>	<u>1ST</u>	<u>ENL</u>	<u>TSK</u>	<u>DIFF</u>
G152 WRITE HISTORICAL NARRATIVES	7.76		100	100		100		8.19	
H156 APPLY PROPER SECURITY MARKINGS OR ADMINISTRATIVE CAVEATS TO INDIVIDUAL PARAGRAPHS OR PAGES	7.60		100	100		100		5.69	
H166 MARK VOLUMES WITH OVERALL CLASSIFICATION, DOWNGRADES, DECLASSIFICATIONS, OR SPECIAL HANDLING INSTRUCTIONS	7.53		93	93		89		5.68	
E99 PREPARE OR MAINTAIN CLASSIFIED DOCUMENTS	7.47		81	81		78		6.40	
H175 PREPARE FOOTNOTES OR ENDNOTES FOR HISTORICAL PUBLICATIONS	7.20		100	100		100		6.60	
H162 DETERMINE SECURITY CLASSIFICATIONS OF HISTORICAL PUBLICATIONS BASED ON DOCUMENTS USED	7.07		93	93		89		4.57	
F138 SAFEGUARD OR SECURE CLASSIFIED MATERIALS	7.07		96	96		89		4.53	
H160 CONDUCT INTERVIEWS TO SUPPLEMENT HISTORICAL MATERIALS	7.00		96	96		89		6.16	
H169 PREPARE APPROPRIATE SECURITY NOTICES FOR HISTORICAL PUBLICATIONS	6.87		100	100		100		5.23	
H165 INTERVIEW UNIT COMMANDERS OR KEY PERSONNEL TO OBTAIN PERSPECTIVES OF HISTORICAL EVENTS	6.87		93	93		78		5.59	
H199 SELECT DOCUMENTS FOR USE IN PREPARING HISTORICAL PUBLICATIONS	6.80		96	96		89		5.54	
I216 ORGANIZE HISTORICAL ARCHIVES FOR RETRIEVABILITY	6.80		85	85		78		5.39	
H200 SELECT TOPICS FOR COVERAGE IN HISTORICAL PUBLICATIONS	6.73		89	89		78		5.91	
H174 PREPARE FINAL COPIES OF HISTORICAL PUBLICATIONS	6.67		89	89		67		6.48	
H185 PREPARE OR WRITE INTERVIEW QUESTIONS	6.60		96	96		89		5.71	
H159 ASSEMBLE HISTORICAL NARRATIVE AND SUPPORTING DOCUMENT	6.60		96	96		89		5.51	
H164 ESTABLISH PROCEDURES FOR COLLECTING HISTORICAL MATERIALS	6.53		89	89		89		5.55	
H170 PREPARE CHRONOLOGIES FOR HISTORICAL PUBLICATIONS	6.47		96	96		89		5.58	
H168 PREPARE APPENDICES FOR HISTORICAL PUBLICATIONS	6.47		96	96		89		6.48	
E 97 MAINTAIN UNIT HISTORY RESEARCH FILES	6.40		93	93		89		5.85	
F130 PREPARE CLASSIFIED MATERIALS FOR MAILING	6.33		74	74		56		5.05	

TE MEAN = 3.81 S.D. = 2.01 (High = 5.82)

TD MEAN = 5.00 S.D. = 1.00

TABLE 14

## TASKS WITH HIGHEST TASK DIFFICULTY RATINGS

TASKS	TSK DIFF.	PERCENT MEMBERS PERFORMING					TNG EMP
		1ST JOB	1ST ENL	3H051	3H071		
G152	8.19	100	100	100	96	7.67	
C71	7.52	37	22	31	60	3.80	
G144	7.45	81	67	81	91	6.07	
C65	7.33	63	78	58	64	5.27	
C66	7.32	70	67	62	64	5.53	
G145	7.15	37	33	54	55	5.27	
G155							
C70	6.83	44	44	62	66	5.53	
H175	6.72	11	0	12	30	1.93	
G151	6.60	100	100	100	92	7.20	
H168	6.56	11	22	0	11	2.33	
C44	6.48	96	89	96	91	6.47	
H174	6.48	11	11	8	8	2.00	
E99	6.48	89	67	92	91	6.67	
A9	6.40	81	78	77	87	7.47	
B23	6.40	67	56	54	68	5.47	
C48	6.38	4	0	0	30	1.40	
G147	6.37	4	0	4	4	.93	
C63	6.19	56	56	62	72	5.13	
B35	6.18	0	0	0	2	.20	
F137	6.18	4	11	8	15	.93	
H160	6.17	52	67	62	49	5.47	
C67	6.16	96	89	88	96	7.00	
A6	6.05	7	11	4	2	.47	
C68	6.04	59	67	62	77	5.40	
	6.02	4	0	0	2	.13	

TD MEAN = 5.00 S.D. = 1.00  
 TE MEAN = 3.81 S.D. = 2.01 (HIGH = 5.82)

## **JOB SATISFACTION ANALYSIS**

Respondents were asked to indicate how interested they were with their jobs; if they felt their talents and training were being used; if they were generally satisfied with their jobs; and what their reenlistment intentions were. Satisfaction indicators for TICF groups in the present study were unable to be compared to other related career ladders because there were no comparative data available from 1992, nor were we able to compare the data from the previous AFSC 791X2 report with the current data. Job satisfaction responses in the September 1985 surveys were collected and reported in terms of total active federal military service time for incumbents; since at that time, Historians were part of the Public Affairs career ladder. At the time of restructuring, however, the Historians became a lateral AFSC. Thus, the usual longitudinal comparison of responses from the 1985 survey to the present sample is inappropriate.

Interpreting current data, we find that more than three-fourths of personnel in each TICF group found their job to be interesting. However, personnel in the 1-48 months TICF groups report a greater satisfaction with sense of accomplishment than those in the 49-96 MOS and 97+ MOS TICF groups. Overall, everyone seems fairly satisfied with their jobs.

## **IMPLICATIONS**

This survey was intended to review the structure of the career ladder to update career field training documents. Despite changes to AFSC 3H0X1 (formerly 792X2), the survey data revealed an extreme degree of homogeneity in AFSC 3H0X1, evidenced by the fact that respondents are identified performing one job.

The STS is well supported by the survey data. It will serve well as a starting point for building a comprehensive CFETP.



**APPENDIX A**

**SELECTED REPRESENTATIVE TASKS PERFORMED BY  
MEMBERS OF CAREER LADDER JOBS**

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**TABLE A1**

**HISTORIANS JOB  
(STG004)**

Number of people in group                      85  
Percentage of total sample                      100%

TAFMS    58 months  
TICF    50 months

Average number of tasks performed      123

<u>Typical Tasks</u>	<u>PMP</u>
G152 Write historical narratives	100
H156 Apply proper security markings or administrative caveats to individual paragraphs or pages	99
H175 Prepare footnotes or endnotes for historical publications	98
H195 Research organizational files for historically significant documents	96
H196 Research read files for historically significant documents	96
E 93 Maintain historical services or queries logs	96
H173 Prepare draft copies of historical publications	95
H199 Select documents for use in preparing historical publications	95
H172 Prepare documents for inclusion in supporting document volumes	95
H160 Conduct interviews to supplement historical materials	95
H201 Take notes at significant meetings, such as policy or corrective action meetings	95
H191 Research archives for historically significant documents	94
H168 Prepare appendices for historical publications	94
F138 Safeguard or secure classified materials	94
H202 Verify authenticity or pertinence of supporting documents	94
F136 Respond to lineage and honors questions	94
H170 Prepare chronologies for historical publications	94
H159 Assemble historical narrative and supporting document volumes	93
H163 Draft charts or graphs to illustrate historical data	93
H183 Prepare lists of supporting documents or bibliographies for historical publications	93
I208 File historical materials into archives	93
H161 Coordinate final reviews of histories with staff personnel	93
H162 Determine security classifications of historical publications based on documents used	93
H165 Interview unit commanders or key personnel to obtain perspectives of historical events	93